

## Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Willow Primary School				
<b>Academic year</b>	2019-20	<b>Total PP budget</b>	£69,950	<b>Date of most recent PP Review</b>	8-7-19
<b>Total number of pupils</b>	389	<b>Number of pupils eligible for PP</b>	54	<b>Date for next internal review of this strategy</b>	22 <sup>nd</sup> November
<b>Autumn Review</b>		<b>Spring Review</b>		<b>Summer Review</b>	

2. Current attainment			
KEY STAGE 2	National Pupil premium Data (%)	Pupils eligible for PP (your school)	Pupils not eligible for PP
Reading	62	86	77
Writing	68	86	85
Maths	67	86	85
SPAG	67		
Combined	51	86	70
Key Stage 1			
Reading	62	86	84
Writing	55	71	76
Maths	62	86	87
Combined	50	71	75

### Overview of pupil Premium across school

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Number</b>	3	1	6	8	8	11	8
<b>Percentage</b>	7	4	14	18	18	25	18

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
A	Very few children eligible for pupil premium achieve at greater depth. In some year groups no children eligible for pupil premium are achieving greater depth.
B	In some KS2 year groups a lower proportion of children eligible for PP are achieving ARE in reading and writing compared to children non eligible for PP.
C	Children eligible for pupil premium have lower attendance rates than other children.
D	Children eligible for pupil premium engage with extra-curricular activities and personal development opportunities less than other children.

4. Desired Outcomes		Success Criteria
A	More children eligible for pupil premium will achieve at greater depth. Measured looking at end of year assessment results for Reading, Writing and Maths	-Pupils eligible for PP achieve greater depth -Moderated school data and pupil progress meetings will identify improvements in performance of those in receipt of PP.
B	In all classes across school the proportion of children eligible for PP achieving ARE in reading and writing will be in line with children not eligible for PP	-Pupils eligible for PP close the gap on 'other' pupils, particularly in identified year groups (4 and 6). -Moderated school data and pupil progress meetings will identify improvements in performance of those in receipt of PP.
C	Attendance for children eligible for pupil premium will be equal to or better than that of other children	Persistent absentee rate for PP children reduced from 22% to 10% Attendance for pupil premium will be equal to that of non-pupil premium child
D	There will be increased rates of pupil premium children taking part in extra-curricular activities and personal development activities	90% of pupil premium children to have taken part in a lunchtime or after school club 100% of pupil premium children to have taken part in a sports competition 100% of pupil premium children in Years 5 to learn a musical instrument. An improvement in aspirations of pupil premium children (measured by aspirations questionnaire)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
More children eligible for pupil premium will achieve at greater depth.	MAT support staff CPD focusing on working with more able learners MAT networks – EYFS, Y2 and Y6 Staff CPD on developing greater depth writers Staff CPD on how to effectively mark writing to support children in improving their writing Provision of books to be audited and developed to ensure children are	Working together with the other schools in the MAT gives staff opportunities to share good practice between the schools in terms of how they work with more able learners. As a school the writing sequence has been developed but we now need to ensure that staff have the subject knowledge and pedagogical knowledge to know how to develop and support children to write at higher levels.	Regular scrutiny of the marking of writing External teaching and learning reviews Lesson drop-ins Monitoring of books that children are reading	MP	Termly (in line with assessment points)	

	accessing high quality and challenging texts.	Although children have lots of opportunities to read in school, there needs to be more guidance to ensure that they are reading high quality and challenging books. This will allow them to access a wider range of vocabulary that they may not otherwise come across and this is important for developing both their reading and writing.				
In all classes across school the proportion of children eligible for PP achieving ARE in reading and writing will be in line with children not eligible for PP.	Additional staffing to ensure that all children can be included in lessons and receive quality first teaching.	Every class has at least one full time teaching assistant. This means that all children can be included in lessons as the additional adult supports in the differentiation in the lessons. Targeted interventions are delivered by the teaching assistant who works in that class as that means that they know the children well and know what the gaps in their learning are. Same day interventions can be delivered by staff who have an understanding of what support is needed	Pupil progress meetings Pupil voice Observations of one to one sessions	MP/ NR	Termly (in line with assessment points)	Cost of Teaching assistants for afternoon interventions = <b>£54,000</b>
Attendance for children eligible for pupil premium will be equal to or better than that of other children.	Attendance officer to monitor attendance weekly, sending out warning letters and inviting parents to attendance meetings Attendance of pupil premium children to be tracked at pupil progress meetings and looked at effect on attainment.	There is a correlation in some classes between attendance of pupil premium children and attainment. The class teachers need to put provision in place for children who have been absent to ensure that they quickly catch up on any missed learning.	Regular monitoring of teaching and learning ensures that lessons are appropriately differentiated Monitoring of interventions to ensure that they are high quality	MP/L D	Half termly	
There will be increased rates of pupil premium children taking part in extra-curricular activities and personal development activities.	After school clubs that have a cost are funded for pupil premium children. Music lessons with peripatetic staff are funded for pupil premium children. Every pupil premium child to take part in at least one sports competition.	As a school we provide a very wide range of extra-curricular activities and personal development opportunities. However, there has been quite a low uptake of these activities by pupil premium children. Therefore we need to target pupil premium children to take part in such activities as well as removing any barriers of cost which may prevent them from taking part.	Analysing registers from extra-curricular clubs. Tracking which children are taking part in sports competitions	MP/A M/C B	Half termly	Cost to reduce barriers and subsidize before and after school clubs, revision guides and

Resources for teaching and learning will be provided for pupil premium children.	Revision guides will be given to pupil premium children. Reading passports books will be bought so the pupil premium children have access to a wide variety of books. In addition Bedrock online vocabulary programme will be purchased so PP children will have access to wide range of vocabulary and be able to use the words in context.	By providing the revision resources PP children will have the chance to consolidate and practice skills they have been taught. Also, parents will become engaged and support their children. Although PP children have lots of opportunities to read in school, the range of books need improving. By providing them with a reading passport and the books within them the children will have access to a wider variety of books. Finally, PP children knowledge of vocabulary needs to improve so the Bedrock programme will expose them to a wide range of vocabulary that they will be able to use in context.	Regular scrutiny of the revision guides. Monitor how children are progressing on each unit on Bedrock vocabulary.	SLT	Half termly	uniform/equipment <b>= £15,950</b>
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6. Review of Expenditure				
Previous Academic Year		2018/19		
Desired Outcome	Chosen Action/Approach	Impact	Lessons learned	Cost
A	Additional Staffing costs to provide interventions and support/reduce barriers to learning including: -Pastoral Care Manager to work with vulnerable children and promote positive behaviours and parental engagement.	-The funds allowed each year group to run interventions with clear entry and exit criteria. This along with quality first teaching saw PP children outperform non-PP (expected standard) in 3 out of the 6 year groups in reading and maths and 2 out 6 in writing. -The pastoral care lead was able to work with vulnerable pupils and run THRIVE interventions along with others to ensure barriers to learning were reduced.	The use of the money will continue to fund additional hours for TA's. They will have clear entry and exit criteria set by the teachers to ensure the children's needs are met. To ensure this happens next academic year the PP and interventions coordinators will monitor the interventions on a regular basis to ensure the highest standards are adhered to.	£56000
B	Purchasing additional resources to deliver specific intervention linked to PP need as required	-Revision guides were provided for all PP children which enabled them to consolidate on the learning in class during interventions and at home.		£4000
C	-School Uniform and equipment for PP children -Subsidize homework club	Buying resources for interventions had a positive impact on the Y2 and 6 children as can be seen by the result at the beginning of the	There needs to be a larger increase in participation numbers of PP children. Direct contact with the parents will be made	£6000

	<p>-Contribution to Revision guides in the core subjects for children in Year 2 and Year 6 -To ensure full participation in school life where financial circumstances are difficult</p>	<p>strategy. There was a slight increase in the number of children participating in extra-curricular clubs also.</p>	<p>to promote the funding further so they can access it for their child.</p>	
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